



VOLUME II

(WEB SITES, RESOURCES, RESEARCH, ORGANIZATIONS)

SCHOOL READINESS: FAMILY AND COMMUNITY SUPPORTS FOR SCHOOL READINESS

JANUARY 2, 2002

**CALIFORNIA CHILDREN AND FAMILIES COMMISSION
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EARLY CARE/CHILD CARE PROVIDERS & REPORTS

Child Care

<http://www.nwlc.org/display.cfm?section=childcare>

The National Women's Law Center (<http://www.nwlc.org>) works to improve the quality, affordability, and accessibility of child care, with a special emphasis on ways to expand public and private financing of the changes needed to achieve these goals. On this site information is available on Federal child support requirements and welfare/public benefits.

Child Care Bureau

<http://www.acf.dhhs.gov/programs/ccb/>

The Child Care Bureau of the Administration for Children and Families administers Federal funds to States, Territories, and Tribes to assist low income families in accessing quality child care for children while parents work or participate in education or training. The web site includes policy documents, data, and other information of interest to researchers, parents, child care providers, and other parties interested in child care issues.

Child Care Law Center

<http://www.childcaarelaw.org>

The Child Care Law Center is a nonprofit legal services agency which provides assistance to legal services attorneys, child care advocates, child care providers, parents, and policy makers to overcome the legal impediments to the development of accessible, affordable, quality child care services. The Center provides advice and counseling; consultation and referral; litigation; publications; training programs and materials; and advocacy support and representation.

Child Care Planning Project–California

http://pace.berkeley.edu/pace_child_careplanning.html

This project examines the child care choices of low-income parents and CalWORKS participants as well as the constraints on their choices. It also continues to fill in the gaps in data on the supply and demand for child care, and is seeking better methods for understanding the changing need for child care in California.

Child Care You Can Count On: Model Programs and Policies

<http://www.aecf.org/publications/child/afford.htm>

This link on the web site of the Annie E. Casey Foundation addresses eight aspects of model child care programming, as follows: (1) affordability; (2) accessibility; (3) care for school-age children; (4) community building; (5) family child care; (6) quality; (7) professional development for caregivers; and (8) consumer awareness. The site includes information on model programs like North Carolina's T.E.A.C.H. Early Childhood® Project

<http://www.childcareservices.org/TEACH/T.E.A.C.H.%20Project.htm>

Child Day Care–Child Welfare League of America

<http://www.cwla.org/programs/daycare/>

The Child Welfare League of America (CWLA) and its National Child Day Care Task Force, are committed to improving the quality of child day care services for all children. To accomplish this objective, CWLA has been setting standards and improving practice since its formation in 1920. It has also been prominent in advocating for better Federal policies and adequate funding to ensure a comprehensive child day care delivery system that is of high quality, accessible, and affordable to all parents.

Family Child Care Systems: A Model For Expanding Community Services

<http://www.cwla.org/programs/daycare/fccs.htm>

The Child Welfare League of America's National Child Day Care Task Force has initiated a project to develop and expand family child care systems. CWLA sees the development of a family child care system as an alternative to center-based care to help agencies build and expand the child care capacity in their communities. The project also allows family child care providers to be part of a program that ends isolation and offers them support.

Approximately 50 CWLA members now operate Family Child Care Systems, or are involved in family child care networks.

Role of Child Day Care in Strengthening and Supporting Vulnerable and At-Risk Families and Children

<http://www.cwla.org/programs/daycare/atrisk.htm>

This site offers information on how comprehensive child day care that incorporates child development, nutrition, health, and family services, can play a significant role in strengthening and supporting families. It addresses issues that place a family at risk; provides support for the child and family in time of crisis; and eases the transition of a child back to his or her family. The intent of comprehensive child day care is to promote and support family resources by enhancing, not replacing, family responsibilities. Through the National Child Care Information Center, a project of the Child Care Bureau–Administration for Children and Families (ACF), a national resource has been established that links

information and people to complement, enhance, and promote the delivery of high-quality, comprehensive child care services.

EARLY CARE: PROFESSIONAL DEVELOPMENT, RETENTION, & INCENTIVE PROGRAMS

C.A.R.E.S (Compensation and Retention Encourage Stability)

<http://www.ccw.org/research/cares2.html>

The CARES Program has been designed to address retention of family child care providers and center based teaching staff and directors. The web site provides information on the Child Development Corps—a program aimed at retaining individuals who have invested in their training and education in the early childhood field and individuals at the entry level who wish to pursue continuing education. In addition, information is available on the Resources for Retention program which provides optional supports to organizations seeking to stabilize the child care provider workforce.

Center for Career Development in Early Care and Education

<http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

The Center for Career Development in Early Care and Education was established in 1991 at Wheelock College. The Center's mission is to create equitable, accessible, exemplary early childhood career development systems through activities to provide the field's workforce with the resources they need to improve the quality of early childhood services and build long-term careers. The Center helps States, local communities, and higher education institutions create training and support systems tied to increased compensation/benefits. The Center also works to ensure that the composition of the child care workforce and leadership mirrors the ethnic, cultural, and linguistic backgrounds of the children and families served. With access to the resources they need, these leaders can plan, champion, and implement needed reforms and institutional changes that will support excellence in early care and education.

Center for the Child Care Workforce

<http://www.ccw.org/>

The Center for the Child Care Workforce has been working since 1978 to bring fair wages to those who provide care to the nation's millions of children. The Center has launched the Worthy Wage Network, a campaign designed to bring together and organize those advocating change. State-by-State information is available about the campaign on the Center's web site.

Child Development Corps

http://www.4c-alameda.org/site/home/news/000401_child_dev_corps.html

The Child Development Corps was established in 1999 by the Alameda County Children and Families Commission to provide incentives to, and promote the professional development of child care providers. The CDC is open to family child care providers and center-based staff in public and privately operated child care programs. Stipends reward individuals for attained education as well as for continuing education and professional growth. Stipends for those with higher levels of education seek to bridge the gap between child care and elementary school salaries.

National Association of Child Care Research and Referral Agencies

<http://www.naccrra.net/>

The mission of the National Association of Child Care Research and Referral Agencies is to provide vision, leadership, and support to community child care resource and referral agencies and to promote national policies and partnerships committed to the development and learning of all children. NACCRRRA offers many services to early childhood professionals and public policy makers, including an annual Policy Symposium; a list of publications, and Technical Assistance Papers for the field. NACCRRRA's resources also include NACCRRRAware, a modern, Internet-based resource and referral software to simplify data collection, referral, reporting, sharing, and analysis. See more information about the database site at <http://www.naccrraware.org/>

North Carolina Institute For Early Childhood Professional Development

<http://www.dhhs.state.nc.us/dcd/nciecpd.htm>

Established in 1993, the North Carolina Institute for Early Childhood Professional Development provides leadership and promotes career development for the early care and education work force. The primary goal of the Institute is to increase the quality of child care through enhanced education, credentialing, and compensation for people who work with young children. The Institute promotes programs that include: (a) development of a career ladder with many points of entry; (b) support for early care and education professional development opportunities that attract and retain a qualified workforce; (c) the enhanced use of teacher scholarships that link increased education to higher compensation; and (d) educating parents and the general public about the important relationship between teacher education and the quality of care children receive.

TEACH Early Childhood Project

<http://www.childcareservices.org/TEACH/T.E.A.C.H.%20Project.htm>

The Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Project gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation. The T.E.A.C.H. Early Childhood® Project is

an umbrella for a variety of different scholarship programs for teachers, directors, and family child care providers working in regulated child care programs in North Carolina and other States across the country. All T.E.A.C.H. Early Childhood® scholarships link continuing education with increased compensation and require that recipients and their sponsoring child care programs share in the cost. The web site includes information in English and Spanish on who can participate in the T.E.A.C.H. Early Childhood® Project; the four components of T.E.A.C.H.; insurance and other benefits available to T.E.A.C.H. participants; credentials or degrees participants can earn; and strategies for replicating the T.E.A.C.H. Early Childhood® Project in other States.

HEALTH AND WELLBEING OF CHILDREN & FAMILIES: ORGANIZATIONS, RESOURCES, & REPORTS

Administration for Children and Families

<http://www.acf.dhhs.gov/>

The Administration for Children and Families, within the Department of Health and Human Services is responsible for federal programs that promote the economic and social wellbeing of families, children, individuals, and communities. ACF programs aim to achieve the following: families and individuals empowered to increase their own economic independence and productivity; strong, healthy, supportive communities that have a positive impact on the quality of life and the development of children; partnerships with individuals, front-line service providers, communities, American Indian tribes, Native communities, States, and Congress that enable solutions which transcend traditional agency boundaries; services planned, reformed, and integrated to improve needed access; and a strong commitment to working with people with developmental disabilities, refugees, and migrants to address their needs, strengths, and abilities. The ACF web site features information regarding services and programs administered by ACF, including the following.

Administration for Native Americans

<http://www.acf.dhhs.gov/programs/ana/>

The Administration for Native Americans promotes the goal of social and economic self-sufficiency of American Indians, Alaska Natives, Native Hawaiians, and other Native American Pacific Islanders, including Native Samoans.

Administration on Developmental Disabilities

<http://www.acf.dhhs.gov/programs/add/>

The Administration on Developmental Disabilities supports grant programs that protect the rights and promote the self-sufficiency of Americans with developmental disabilities and their families. This site has many links to State programs, reports, and activities pertaining to disabled children, youth, and adults including the following link to California disability sites: <http://www.acf.dhhs.gov/programs/add/ltods/ca.htm>

Children's Bureau

<http://www.acf.dhhs.gov/programs/cb/>

The Bureau provides grants to States, tribes and communities to operate a range of child welfare services including child protective services (child abuse and neglect), family preservation and support, foster care, adoption assistance, and independent living. This site features links to State grant programs, publications, and legislation.

Child Support Enforcement

<http://www.acf.dhhs.gov/programs/cse/>

The goal of the Child Support Enforcement Program, established in 1975 under Title IV-D of the Social Security Act, is to ensure that children are financially supported by both their parents. Visitors to this site will find links to child support enforcement programs in their States.

Community Services

<http://www.acf.dhhs.gov/programs/ocs/>

The mission of the Office of Community Services is to work in partnership with States, communities, and other agencies to provide a range of human and community development services and activities which ameliorate the causes and characteristics of poverty. This site provides information on OCS' legislation and funding/grant opportunities.

Division of Tribal Services

<http://www.acf.dhhs.gov/programs/dts/>

The Division of Tribal Services is responsible for assisting and facilitating enhancement and/or creation of working partnerships among Tribal, State, and Federal government agencies in implementation of TANF and JOBS related issues. This site provides information on legislation and programs.

Family and Youth Services Bureau

<http://www.acf.dhhs.gov/programs/fysb/>

The mission of the Family and Youth Services Bureau is to provide national leadership on youth issues and to assist individuals and organizations in providing effective, comprehensive services for youth in at-risk situations and their families. A primary goal of FYSB programs is to provide positive alternatives for youth; ensure their safety; and maximize their potential to take advantage of available opportunities. Through this site, users can access information for parents, young people, students, youth service professionals, and policymakers through the National Clearinghouse on Families & Youth and the National Runaway Switchboard.

Office of Family Assistance (TANF/AFDC/JOBS)

<http://www.acf.dhhs.gov/programs/ofa/>

OFA oversees the Temporary Assistance for Needy Families Program which was created by the Welfare Reform Law of 1996. TANF replaced what was then commonly known as Aid to Families with Dependent Children and the Job Opportunities and Basic Skills Training programs. This site provides information on TANF services, legislation, and programs.

America's Children: Key National Indicators of Wellbeing

<http://www.childstats.gov/ac2000/AC00pt1.pdf>

This document is the annual Federal monitoring report on the status of the Nation's children.

American Academy of Pediatrics

<http://www.aap.org/advocacy/washing/chi97.htm>

The American Academy of Pediatrics is a national organization of 55,000 pediatricians dedicated to the health, safety and well-being of infants, children, adolescents and young adults.

Appraisals of Parenting, Parent-Child Interactions, Parenting Styles, and Children: An Annotated Bibliography—The Commonwealth Fund Pediatric Parenting Project

http://www.cmwf.org/programs/child/kopp_biblio_404.pdf

Few measures of parenting skills offer an appraisal that is brief, comprehensive, parent-sensitive, psychometrically sound, nonintrusive, and appropriate to child development. This annotated bibliography by the Commonwealth Fund, provides clinicians, clinical researchers, and researchers with information about those parenting skills measures that are available.

This web site provides ordering information on this and other publications supported by the Fund at <http://www.cmwf.org/publist/abstracts/online/404.asp>.

Assuring The Healthy Development Of Young Children: Opportunities For States

http://www.cmwf.org/programs/child/budetti_abcd_ib_367.asp

This issue brief examines opportunities for States to enhance the provision of health-related developmental services to children in low-income families. In particular, it emphasizes the importance of preventive developmental services—formal developmental assessments, assessments of family and social risk factors, and enhanced parent education—in primary, pediatric practices. The brief discusses how recent advances in neuroscience have demonstrated that parent-child interactions and the family environment shape and advance the development of a young child's brain. At the same time, decision makers in health policy, child health research, and pediatric practice have begun to recognize the critical

importance of the first three years of life for the optimal growth and development of children, including the importance of cognitive and sensory stimulation. Current State efforts to encourage the delivery of these services in the Medicaid program are also reviewed.

Attitudes of Mothers with Young Children Enrolled in Medicaid

http://www.cmwf.org/media/releases/perry_release03122001.asp

This new report by The Commonwealth Fund reveals significant gaps in communication between pediatricians and mothers of young children who get their health care through Medicaid. A health policy consulting group conducted eight focus groups with mothers of Medicaid-enrolled children in North Carolina, Utah, Vermont, and Washington in which mothers talked about the barriers they face in obtaining information about child development. The purpose of the study was to assess mothers' experiences in receiving health care services to help them raise and care for very young children. The findings reveal problems such as: (a) information being inappropriate to a mother's age or experience; (b) information presented in a culturally insensitive manner, or (c) failure to provide explanations for advice given.

California Department of Education Child, Youth, and Family Services Branch

<http://www.cde.ca.gov/cyfsbranch/>

The mission of the Child, Youth, and Family Services Branch of the California Department of Education is to contribute to the positive development of children, youth, and families and to promote successful learning. The Branch supports high-quality health and education services; fosters supportive partnerships; and provides access to quality programs on after school learning and safe neighborhoods; Head Start in California; service learning; child care and development; school health; Healthy Start; Healthy Kids; HIV/STD prevention; nutrition education and training; safe and drug free schools; teenage pregnancy prevention; tobacco use prevention, among others. Two divisions within the Branch of particular interest to children, youth, and families include the [Child Development Division](#) and the [Learning Support and Partnerships Division](#), as follows.

Learning Support and Partnerships Division

<http://www.cde.ca.gov/cyfsbranch/lsp/div.htm>

The Division houses the following four program offices: Healthy Start and After School Partnerships; School Health Connections; Youth Education Partnerships (formerly known as the Family and Community Partnerships Office); and the Healthy Kids Program.

Healthy Start and After School Partnerships Office

<http://www.cde.ca.gov/healthystart/>

School Health Connections Office

<http://www.cde.ca.gov/cyfsbranch/lsp/health/>

Youth Education Partnerships Office (formerly known as the Family and Community Partnerships Office)

<http://www.cde.ca.gov/cyfsbranch/lsp/yep.htm>

Healthy Kids Program Office

<http://www.cde.ca.gov/healthykids/>

Child Development Division

http://www.cde.ca.gov/cyfsbranch/child_development/

The Child Development Division's web site helps promote the CDD's goal of high-quality child development programs. CDD's web site provides information to educate the general public about developmentally appropriate practices for infants, toddlers, preschoolers, and school-age children in a variety of safe and healthy child care and development environments.

California Health and Human Services Agency

<http://www.dss.cahwnet.gov>

The California Health and Human Services Agency administers State and Federal programs for health care, social services, public assistance, job training, and rehabilitation. CHHSA's vision is that all Californians—especially those most at risk or in need—are provided opportunities to enjoy a high quality of life as measured by: (1) sound physical, mental, and financial health of children, adolescents, and adults; (2) strong and capable families; (3) safe and sustainable communities; and (4) dignity for all individuals. Responsibility for administering the major programs is divided among the Health and Human Services Agency's 15 boards and departments. Departments of particular relevance to children and families that are under the umbrella of CHHSA include the following.

California Department of Health Services

<http://www.dhs.ca.gov/home/aboutdhs/index.htm>

The mission of the California Department of Health Services (DHS) is to protect and improve the health of all Californians. The Department is committed to: (1) reducing the occurrence of preventable disease, disability, and premature death among all Californians; (2) closing the gaps in health status and access to care among the State's diverse population subgroups; (3) providing leadership and setting the standard in reforming health care into a coordinated, accountable, and affordable system which emphasizes appropriate preventive measures and high-quality services; (4) building and fostering strong partnerships for health with local health agencies, public and private agencies, community-based organizations, providers, consumers, educational and academic institutions, and other interested groups; and (5) improving the quality and cultural competence of the Department's operations, services, and programs.

California Multicultural Health Information Network

<http://www.apiahf.org/programs/cmhin5.html>

The California Multicultural Health Information Network maintains two databases: (1) a Health Program database—a comprehensive file on health promotion and disease prevention programs, materials, and other resources for Asian and Pacific Islander Americans in California; and (2) a Resource Rolodex database—a listing of health promotion and disease prevention programs, materials, and individuals who offer their services as healers, teachers, trainers, and consultants, and other resources for California's diverse racial and ethnic populations. The California Black Health Network; the California Department of Health Services, Office of Multicultural Health; and the Latino Coalition for a Healthy California are working in partnership to develop these databases. A subscription is required to access the databases.

Center for Research on Child Wellbeing

<http://crcw.princeton.edu/>

The Center for Research on Child Wellbeing is concerned with a broad range of topics, including education, health, income, and family. The Center's goal is to promote basic research on children's wellbeing and to link research to public policy. The site includes information on best practices, publications, a survey of youth and parents, and indicators of child wellbeing.

Child Welfare League of America

<http://www.cwla.org>

The Child Welfare League of America is a national, nonpartisan, nonprofit organization devoted to improving life for more than 3.5 million at-risk children and youths and their families. Member agencies are involved with prevention and treatment of child abuse and neglect, and they provide various services such as child protection, kinship care, family foster care, adoption, positive youth development programs, residential group care, child care, family-centered practice, and programs for pregnant and parenting teenagers. Other concerns of member agencies include managed care, mental health, chemical dependency, housing and homelessness, and HIV/AIDS. The web site contains information on benefits available to CWLA members. These include eligibility for grants and scholarships; financial support for all costs related to accreditation; free or reduced rates for consultation; reduced conference and training fees and reduced rates for the CWLA executive search and insurance programs; copies of all CWLA publications; and eligibility for various national recognition awards, managed care, and research in child welfare.

Children's Defense Fund

<http://www.childrensdefense.org/>

The mission of the Children's Defense Fund is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, a Moral Start in life, and successful passage to adulthood with the help of caring families and communities. As a private, nonprofit organization—supported by foundations, corporation grants and individual donations—CDF provides a voice for all the children of America who cannot vote, lobby, or speak for themselves. CDF pays particular attention to the needs of poor and minority children and those with disabilities. The Fund's web site offers information, resources, and

reports to help educate the nation about the CDF's goals of encouraging preventive investment in children before they get sick, fall into trouble, drop out of school, or suffer family breakdown.

Children Exposed to Domestic Violence

<http://www.cwla.org/programs/domestic/>

This project operates under the premise that the concerns of battered women are inextricably linked to the welfare of their children and that the safety decisions of battered women are typically guided by the needs of their children. The goals of the project include providing a variety of concrete services like children's play and educational groups, support activities, therapeutic services, and case-level and systemic advocacy for children

Coalition for Community Schools

<http://www.communityschools.org>

The Coalition's mission is to mobilize the resources and capacity of multiple sectors and institutions to create a united movement for community schools through activities such as its web site, issue briefs, public education efforts, and policy framework and assistance for local, state, and national leaders to strengthen community schools.

Community Partnerships for Healthy Children

<http://www.cphconline.org>

Community Partnerships for Healthy Children is a community building initiative created by Sierra Health Foundation focused on children from birth through age eight in northern CA.

Cultural Competence Program—Child Welfare League of America

<http://www.cwla.org/programs/culturalcompetence/>

CWLA's cultural competence program promotes the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, and religions in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each. The web site provides information on how the program helps organizations uncover knowledge and skills necessary to identify and address issues that have cultural implications, and operationalize this knowledge into the routine functioning of the agency.

Department of Social Services—California

<http://www.dss.cahwnet.gov/aboutcdss/mission.html>

The mission of the California Department of Social Services is to serve, aid, and protect needy and vulnerable children and adults in ways that strengthen and preserve families; encourage personal responsibility; and foster independence. CDSS services are provided through 51 offices throughout the State, the 58 county welfare departments, the 58 county district attorney offices, and a host of community-based organizations. Visitors to the site will find information on how to obtain services offered through CDSS.

Department of Child Support Services–California

<http://www.childsup.cahwnet.gov/>

This web site is designed to explain how California and California counties can help families with child support issues.

Families USA

<http://www.familiesusa.org/>

Families USA is a national nonprofit, non-partisan organization dedicated to the achievement of high-quality, affordable health and long-term care for all Americans. Working at the national, State and community levels, Families USA manages grassroots advocates' networks of organizations and individuals working on behalf of consumers in national and State health policy debates. Families USA networks distribute timely information and mobilize people for action when appropriate; they act as a watchdog over government actions affecting health care, alerting consumers to changes and helping them have a say in the development of policy; produce authoritative health policy reports describing the problems facing health care consumers and outlining steps to solve them; conduct public information campaigns about the concerns of health care consumers through television, radio, newspaper and other print outlets; serve as a consumer clearinghouse for information about the health care system; work in concert with a wide range of organizations to achieve the goal of high-quality and affordable health care for all Americans; and provide training and technical assistance to—and work collaboratively with—State and community-based organizations as they seek to address critical health care problems. The following is Families USA's web link to advocacy efforts, programs, and services in California: <http://www.familiesusa.org/state/californ.htm>

Family-Centered Practice Program–Child Welfare League of America

<http://www.cwla.org/programs/familypractice/>

For over ten years, CWLA has been committed to building a system of services to support and strengthen families with children. CWLA's agenda has focused on developing services that enable families to stay together, to successfully reunite, and to make decisions that will assure family continuity and permanency for children. To promote this family-centered agenda, CWLA has assisted agencies in developing family preservation and family support programs; provided consultation and training to agencies across the country on family-centered practice in out-of-home care; and developed family-centered resources.

Family Support America

<http://www.familysupportamerica.org>

Family Support America, formerly Family Resource Coalition of America, promotes family support as the nationally recognized movement to strengthen and support families; advances the principles of family support practice by providing technical assistance, training and education, conferences, and publications; and coordinates projects such as the National Family Support Mapping Project.

Family Support California

<http://www.familysupportcalifornia.org>

Family Support California is a non-profit technical assistance and training organization with a diverse staff who have extensive experience and knowledge in family support programs, collaboratives, and family resource center management.

Growing Up in Poverty Project

http://pace.berkeley.edu/pace_growingup.html

The purpose of this project by Policy Analysis for California Education was to: (1) measure the effects of welfare reform on children and their mothers; (2) measure the percentage of eligible parents using licensed child care and child-care subsidies; and (3) make recommendations regarding the new welfare reform regulations. A three-year, longitudinal study of 930 single women with preschool-age children who are participating in TANF, the project participants were recruited from welfare-to-work program orientation sessions.

Growing Up in Poverty Sub-Study: Qualitative Study of the Effects of Welfare Reform on Young Children and Their Mothers

http://pace.berkeley.edu/pace_growingup_sub.html

This project involves a small subset of the mothers in the Growing Up in Poverty Project. It grew out of a perceived need to provide researchers, policymakers, advocates, and service providers fuller, and more personal information than was available from the data collected in the larger study. The study sought to: (1) explore mothers' understandings of themselves as workers and parents, and the relative importance they place on these roles; (2) describe mothers' goals for their children, how they expect to achieve those goals, and their views on how the current welfare system is affecting that process; (3) analyze what mothers do to secure and maintain child care; (4) document caseworkers understandings of how child care fits into the larger welfare reform movement; and (5) uncover caseworkers' expectations for their clients (mothers) and their clients' children.

Harvard Center for Children's Health

<http://www.hsph.harvard.edu/children/>

Established in 1995, the mission of the Harvard Center for Children's Health is to translate information about children's health into policy and practice, so that knowledge gained through research can be communicated to larger audiences. The Center also promotes interdisciplinary research and community collaboration in order to improve the lives of children. Visitors to the web site will encounter numerous articles, research reports, and other resources dedicated to the promotion of children's health and wellbeing.

Health Care and Child Welfare Program—Child Welfare League of America

<http://www.cwla.org/programs/health/healthcarecw.htm>

The Child Welfare League of America believes the problems in child welfare will be difficult to solve without working on the failures of the nation's health system. Health insurance can prevent children from ever needing the child welfare system. Accessible, affordable, quality health and mental health care services can address problems that, left untreated, explode into devastating family and community problems. Similarly, the availability of health services is critical to solving family problems and reuniting children with their parents. The web site provides information on how CWLA addresses its advocacy of accessible, affordable, and

comprehensive health care for all children and families, including non-citizens and undocumented immigrants.

Health of Children in Out-of-Home Care Program—Child Welfare League of America

<http://www.cwla.org/programs/health/healthcarecwfact.htm>

This fact sheet describes the health condition of children in the foster care system. The report explains that abused and neglected children and troubled families in the child welfare system confront especially serious health care problems. Many of these children are likely to start their lives at low birthweight, prenatally exposed to illegal drugs or alcohol, or exposed to HIV/AIDS and other diseases. Abused or neglected children too often lack immunizations or have unaddressed developmental disabilities. Children in foster care increasingly have complex problems rooted in family, social, and environmental conditions, sometimes referred to as the “new morbidities.” These conditions include poverty, child abuse, drug exposure, drug use, teenage pregnancies, school failure, family violence, and conduct disorders. But when children in foster care receive appropriate care, they can show significant improvement in physical, emotional, and intellectual development.

Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families through the TANF Program

<http://www.acf.dhhs.gov/programs/ofa/funds2.htm>

The purpose of this guide is to show how States may use Temporary Assistance For Needy Families and State Maintenance of Effort funds to support working families and to address the needs of clients with barriers to self-sufficiency. The flexibility under TANF presents new opportunities for funding a greater variety of activities, services, and benefits and for fostering new collaborative relationships. This guide presents examples of the many flexible ways States may use TANF and MOE funds to further the purposes of the TANF program.

Improving the Delivery and Financing of Development Services for Low-Income Young Children

http://www.cmwf.org/programs/child/collins_serviceschildren_ib_304.asp

This issue brief by the Commonwealth Fund examines the effects of inadequate health care services on the development of young children, and discusses efforts at the Federal and State level to improve access and developmental outcomes for young children in low-income families. The brief explains how young children who experience the impact of poverty, stressful family circumstances, and inadequate health care services are at particular risk for poor health and developmental problems. Many of these children had low birth weights and suffer from malnutrition and lead poisoning—factors that are often associated with developmental delays, learning disabilities, and emotional and behavioral difficulties. Compounding these issues is the fact that low-income children are less likely to have access to health care. One-quarter of children with family incomes less than \$20,000 per year are uninsured, compared with 14 percent of all children. This lack of insurance often means that

children have no regular source of care, or that their families have delayed getting them care because of costs. Information on the Fund's new Pediatric Developmental Services Program is also provided on this web site.

[LINK TO FOUNDATIONS CATEGORY](#)

Income Support Programs

<http://www.nwlc.org/display.cfm?section=child%20and%20family%20support>

The National Women's Law Center works to increase the economic security of low-income women and children by helping them secure needed child support and improving other income support programs. Since 1975, the Center has advocated successfully at the Federal and State levels for reforms in the child support enforcement system, and has provided information to women across the country about their rights to child support enforcement services. On this site visitors will find lists of publications, fact sheets, press releases, and answers to frequently asked questions. The following are two articles available on this site: (1) Women's Stake in Improving the Availability, Affordability, and Quality of Child Care and Early Education (March, 2000); and (2) There is No Conflict Between Helping Working Families Meet Their Child Care Needs and Supporting "Stay-at-Home" Parents (February, 1999)

KIDS COUNT Network

<http://www.kidscountnetwork.net/>

The KIDS COUNT Network is comprised of State-based KIDS COUNT projects in 50 States, the District of Columbia, and the U.S. Virgin Islands. KIDS COUNT is a project of the Annie E. Casey Foundation, a national and State-by-State effort to track the status of children in the United States. Network members share the common goal of using data to advance change on behalf of children and families. Members share information; collaborate on efforts of common interest; and communicate with one another through a list serve, various interest-based working groups, conference calls, at the annual meeting, and at technical assistance workshops. The web site provides information on how to join a KIDS COUNT Network.

Latino Coalition For A Healthy California

<http://www.lchc.org/about.htm>

The Latino Coalition began as an advisory group of experts to address Latino health issues and to formulate policy that would bring about change. LCHC develops health policy briefs, position papers and mobilizes communities of color around health policy and active participation in advocacy. The Latino Coalition's educational and advocacy efforts have provided an expert voice statewide and in Sacramento for the needs of Latinos living in California especially those in rural and border areas.

Map and Track 2000

<http://cpmcnet.columbia.edu/dept/nccp/mt00text.html>

A product of the National Center for Children in Poverty, this new edition of Map and Track updates and expands the 1998 version of Map and Track regarding the level of commitment to young children and families across the States. The new edition profiles State efforts to promote family economic security—specifically through refundable tax credits, state minimum wage laws, child care subsidies, health insurance, and food and nutrition benefits. (NOTE: Profiles are in .pdf format.) Overall, the report finds significant growth in State child development and family support efforts since Map and Track 1998. But the report also shows that the gains have been uneven and that efforts to promote family economic security also vary widely. No single State made significant efforts across all the family economic security indicators tracked in the report in addition to making substantial investments in child development and family support. Nonetheless, a small number of States are making strong efforts across both of these areas.

National Center for Children in Poverty

<http://cpmcnet.columbia.edu/dept/nccp/index.html>

The mission of the National Center for Children in Poverty (NCCP) is to identify and promote strategies that prevent young child poverty in the United States and that improve the life chances of the millions of children under age six who are growing up poor. Scientific research indicates that poverty has negative effects on families, communities, the nation, and on children's healthy growth and development. Children who grow up in poverty are significantly more likely to have costly medical problems; experience developmental delays and problems in school; and, as they grow into adolescence and adulthood, they are also more likely to drop out of school, become single parents, and be unemployed. The NCCP web site offers a host of resources, data, and research reports that describe the nature, scope, causes, and consequences of young child poverty; alert the nation to the threat posed by young child poverty; and provide policymakers insights into the dynamics of young child poverty. In addition, NCCP's program and policy analysis unit identifies and evaluates promising approaches to prevent young child poverty and improve the life chances of children in poverty. This work incorporates expertise in child care, child health, family support, and welfare reform issues.

National Women's Law Center

<http://www.nwlc.org/>

The National Women's Law Center has worked since its inception in 1972 to protect and advance the progress of women and girls at work, in school, and in virtually every aspect of their lives. The Center's work focuses on the major areas of family economic security, health, employment, and education.

Nurturing Fatherhood

<http://fatherhood.hhs.gov/CFSForum/front.htm>

The purpose of this study was to share with Federal statistical agencies, Federal and State policymakers and the broad family and child wellbeing research community the results of a

review and analysis of the data and research on male fertility, family formation, and fathering. This review considered what data have been collected about male fertility, family formation, and fathering, the quality of the data, what has been learned from the analysis of the data, what theoretical and empirical work remains to be done, and how the Federal government can best build on current knowledge to expand understanding of these complex areas of human behavior.

Smart Start

<http://www.smartstart-nc.org/>

Smart Start is a highly regarded public–private early childhood initiative created to help all North Carolina children enter school healthy and ready to succeed. Its unique, comprehensive approach allows communities to make decisions and plans that are specific to the needs of young children and families. Smart Start services are targeted for children 0 to 5 and their families and include making sure child care is of high quality, affordable, and accessible to those who need it. Smart Start also provides health services, screenings, and resources for family support. According to evaluations, participants in Smart Start are better prepared for school; child care quality has improved; and Smart Start teachers are more qualified to work with young children. The web site provides information on the program’s resources and services.

Survey Of Parents With Young Children– The Commonwealth Fund

<http://www.cmwf.org/programs/child/parents.asp>

This nationwide representative survey of more than 2,000 mothers and fathers with children under age three finds that they want more information, services, and help from doctors on how they can help their children thrive and learn during the critically important first years. Major findings include: (1) early hospital discharge leaves parents on their own to cope with newborn demands; (2) health professionals are missing opportunities to encourage breast-feeding—one-third of mothers do not breast-feed their infants, and only slightly more than half of mothers (53%) breast-feed for more than one month; (3) mothers are much more likely to breast-feed when encouraged to do so by their doctors or nurses (74% v. 45%); (4) parents are missing opportunities to stimulate infant brain development—only two in five parents read daily to their infants and toddlers, despite research showing the importance of stimulating activities such as reading, looking at pictures, and playing music even in the very early months; (5) parents are more likely to read to infants and toddlers if doctors discuss with them what they can do to help their children learn (47% v. 37%); and (6) parents indicate that they would find helpful more information on newborn care, sleep patterns, how to respond to a crying baby, toilet training, discipline, and encouraging their child to learn—yet, fewer than half of parents discuss these issues with their physician. The survey over-sampled black and Hispanic parents so their experiences could be analyzed in detail. The data were weighted in analysis to compensate for this over-sampling, so the results are fully generalizable to the total population of parents with very young children.

[LINK TO FOUNDATIONS CATEGORY](#)

The California Endowment

<http://www.calendow.org/>

Created in 1996, the California Endowment is the State's largest health care foundation. The Endowment awards grants to organizations that directly benefit the health and wellbeing of the people of California. Key areas of interest include multicultural health, access to health care, and health and wellbeing. These broad areas provide significant opportunities for addressing some of California's most challenging health issues. The Endowment's web site provides information on its variety of funding approaches to meet the needs of local communities including an open application grant program, requests for proposals, funding partnerships, commissioned grants, and program-related investments.

LINK TO FOUNDATIONS CATEGORY

UCLA Center for Healthier Children, Families, and Communities

<http://healthychild.ucla.edu//>

The UCLA Center for Healthier Children, Families and Communities is a multidisciplinary program of the UCLA School of Medicine, Department of Pediatrics, and the UCLA School of Public Health. The Center's mission is to improve society's ability to provide children with the best opportunities for health and wellbeing, and the chance to assume productive roles within families and communities. The Center aims to improve the health of children, families, and communities by developing innovative and responsive service programs; increase the efficiency, effectiveness, and distribution of health and social services; and assist communities in transforming themselves into healthier environments for their children. Programs featured on the website include: Building Community Systems for Young Children; Health Insurance for Young Children and Families; Health Services for Children in Foster Care: A National Study of the Delivery and Finance System Lives of Families with Young Children; Los Angeles County Prenatal and Early Childhood Nurse Home Visitation Project; National Center for Infancy and Early Childhood Health Policy at UCLA; Program for Integrated School and Community Solutions; and Santa Monica/Malibu Unified School District Infant and Family Support Program.

FOSTER CARE/FOSTER CHILDREN ORGANIZATIONS & REPORTS

National Foster Parent Association

<http://www.nfpainc.org/>

The National Foster Parent Association (NFPA) is a nonprofit, volunteer organization established in 1972, whose purposes are to: (1) bring together foster parents, agency representatives, and community people who wish to work together to improve the foster care system and enhance the lives of all children and families; (2) promote mutual coordination, cooperation, and communication among foster parents, Foster Parent Associations, child care agencies, and other child advocates; (3) encourage the recruitment and retention of foster

parents: and (4) inform the membership and general public of current issues regarding foster care. See also the Child Welfare League of America's link to foster care programs at: <http://www.cwla.org/programs/fostercare/>

CHILDREN OF INCARCERATED PARENTS

Children of Incarcerated Parents in California (Simmons, 2000)

<http://www.fcnetwork.org/reading/simmons.html>

California Assemblymember Kerry Mazzoni requested that the California Research Bureau conduct a broad research review to summarize what is known about the children of incarcerated parents. This CRB report estimates the number of children in California who have parents in the State's criminal justice system (jail, prison, parole, and probation) and summarizes key findings from the research literature. Children whose parents have been arrested and incarcerated face unique difficulties. Many have experienced the trauma of sudden separation from their sole caregiver, and most are vulnerable to feelings of fear, anxiety, anger, sadness, depression and guilt. They may be moved from caretaker to caretaker. The behavioral consequences can be severe, absent positive intervention—including emotional withdrawal, failure in school, delinquency, and risk of intergenerational incarceration.

Children of Incarcerated Parents (National Study)

<http://www.fcnetwork.org/reading/simmons.html>

This report presents data concerning inmates with minor children from the 1997 Surveys of Inmates in State and Federal Correctional Facilities. Numeric tables provide data on the percent of inmates with children under the age of 18, whether or not inmates lived with their children prior to admission, and the children's current caregivers. Tables also present 1999 estimates of the number of parents in State and Federal prisons, as well as the number of minor children and households affected by the imprisonment of a parent. Information on inmates' frequency and type of contact with their children is also provided. Characteristics of incarcerated parents are detailed in tables with data on current offenses, criminal histories, and sentence lengths. This Special Report also includes data on incarcerated parents' reports of prior drug and alcohol abuse; mental health services; and various socioeconomic data, including employment and income at time of arrest, and prior experiences of homelessness.

Family and Corrections Network

<http://www.fcnetwork.org/>

FCNetwork is for, and about, the families and children of offenders. The Network offers information on the children of prisoners, parenting programs for prisoners, prison visiting, incarcerated fathers and mothers, hospitality programs, keeping in touch, returning to the community, the impact of the justice system on families, and prison marriage. This site is the

gateway to practice, policy, and research regarding the families of offenders. The web site provides ways for those concerned with families of offenders to share information and experiences in an atmosphere of mutual respect through publishing, sponsoring conferences, liaison with other agencies, presentations, and consultation.

CHILDREN WITH DISABILITIES

Council for Exceptional Children

<http://www.cec.sped.org/index.html>

The Council for Exceptional Children is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies; sets professional standards; provides continual professional development; advocates for newly and historically underserved individuals with exceptionalities; and helps professionals obtain conditions and resources necessary for effective professional practice. CEC manages a number of grants, contracts, and research projects, including: the ERIC Clearinghouse on Disabilities and Gifted Education; the National Clearinghouse on Professions in Special Education; Culturally & Linguistically Appropriate Services; and the Early Childhood Research Institute. For more information, see also [the Foundation for Exceptional Children: http://www.cec.sped.org/fd/back.htm](http://www.cec.sped.org/fd/back.htm)

Early Identification of Hearing Impairment in Infants and Young Children

<http://www.nlm.nih.gov/pubs/cbm/hearing.html>

This bibliography was prepared in support of the National Institutes of Health Consensus Development Conference on the Early Identification of Hearing Impairment in Infants and Young Children. The purpose of the consensus conference was to reach an agreement on the following questions: which children should have their hearing screened or tested and at what age; which methods and models are preferred for identifying hearing impairment in infants and young children; and what are the key areas for future research. The bibliography surveys the literature on topics pertaining to the early identification of hearing impairment in human infants and young children published between January 1988 and December 1992.

ERIC Clearinghouse on Disabilities and Gifted Education

<http://ericec.org/>

The ERIC Clearinghouse on Disabilities and Gifted Education is operated by The Council for Exceptional Children. ERIC EC provides information on the education of individuals with disabilities as well as those who are gifted. The web site includes numerous resources, such as: digests; fact sheets; mini-bibliographies; email lists for discussion groups; and a gifted education online database searchable by State.

Parent's Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities

<http://www.kidsource.com/NICHCY/infantpub.html>

This Parent's Guide is intended to help families learn how to get help for their young children with special needs (ages birth through 5 years). The site includes answers to frequently asked questions about early intervention services for children ages birth through 2 years old and special education and related services for children ages 3 through 5 years old. The site is targeted toward parents of disabled young children and includes a glossary defining legal and educational terms/jargon that might be unfamiliar to parents.

Screening Infants and Young Children for Developmental Disabilities– American Academy Of Pediatrics

<http://www.aap.org/policy/00207.html>

This position statement by the Committee on Children With Disabilities of the American Pediatrics Association provides information and recommendations regarding early identification of children with developmental disabilities. The premise of the Academy's position is that early intervention improves children's outcomes and enables families to develop strategies and obtain the resources for successful family functioning. The Academy urges the use of screening—a set of processes and procedures used over time—to identify children who should receive more intensive diagnosis or assessment. The web site provides detailed guidelines for the screening of young children with potential disabilities.

ORGANIZATIONS INVOLVED IN RESEARCH ON THE HEALTH & WELLBEING OF CHILDREN, YOUTH, AND FAMILIES

Bush Center in Child Development and Social Policy-Yale University

<http://www.yale.edu/bushcenter/>

The Bush Center in Child Development and Social Policy at Yale University brings research-based knowledge of child development to Federal and State policy arenas in an effort to improve social policy affecting the lives of children and families in the United States. The web site provides information on the center's weekly lecture series; a training program for fellows; national program initiatives (e.g., the [Comer/Zigler Initiative \(CoZi\)](#); research and policy analysis; and public information activities.

Child Trends

<http://www.childtrends.org/HomePg.asp>

Established in 1979, Child Trends is a nonprofit, nonpartisan research organization that studies children, youth, and families through research, data collection, and data analysis. Visitors to the web site can view examples of basic research and evaluation studies conducted by Child Trends in several critical areas, including teenage pregnancy and childbearing; the effects of welfare and poverty on children; and issues related to parenting, family structure, family processes, fatherhood, and male fertility. In addition to reports on specific research projects, Child Trends publishes a series of Research Briefs, and other special reports. The web site provides summaries of recent research, highlights of new reports, links to other sources of data, research on children, and a publications list.

Children Now

<http://www.childrennow.org/>

Founded in 1988, Children Now is a national organization with special focus on California. Children Now is a nonpartisan, independent voice for children, working to translate the nation's commitment to children and families into action. With particular concern for those who are poor or at risk, Children Now uses communications strategies to reach parents, lawmakers, citizens, business, media, and community leaders, creating attention and generating positive change on behalf of children. The web site features free newsletters and publications that reflect Children Now's advocacy for young children and families. The annual Report Card provides in-depth information on the status of children and families in the State of California.

National Center for Early Development & Learning

<http://www.fpg.unc.edu/~ncedl/>

The National Center for Early Development & Learning is funded by the Office of Educational Research and Improvement of the US Department of Education, to enhance the cognitive, social and emotional development of children from birth through age eight. The goals of research conducted by NCEDL include: (1) determining the status of children in the nation and conducting research on critical issues in early childhood practices; (2) developing partnerships with diverse constituencies; (3) synthesizing knowledge and recommending future directions; and (4) translating research into practice and disseminating information to diverse audiences.

National Governors' Association–Center for Best Practices

<http://www.nga.org/center/1,1188,,00.html>

Established by the National Governors' Association, the mission of the NGA Center for Best Practices is to help Governors and their key policy staff develop and implement innovative solutions to governance and policy challenges facing them in their States. The work of the

Center allows Governors and their policy advisors to: (a) quickly learn about what works, what doesn't, and what lessons can be learned from others grappling with the same problems; (b) obtain assistance in designing and implementing new programs, or in making current programs more effective; and (c) receive up-to-date information about what is happening in other State capitals and in Washington, D.C., so Governors are better prepared to react to emerging issues. Visitors to the web site will obtain information on Center publications, conferences, workshops, policy forums, and briefs on early literacy.

New Hope Demonstration Project

<http://www.mdrc.org/WelfareReform/NewHope.htm>

The New Hope Project is a community-initiated, work-based antipoverty program operated in two low-income areas in Milwaukee, Wisconsin from August, 1994 through December, 1998. It was designed as a research and demonstration program by a coalition of activists, business leaders from the Greater Milwaukee Committee, and policy experts affiliated with the Institute for Research on Poverty—University of Wisconsin, Madison. The premise of the program was that a person who works full time should not be poor. The designers of New Hope aimed to accomplish two goals based on this premise. First, to provide direct economic support (job search assistance, an earnings supplement, affordable health insurance, subsidized childcare) to working poor people; and second, to influence policy aimed at this population. Findings from the evaluation of the program can be found at: <http://www.mdrc.org/Reports/NewHope/NHEXCSUM.html>

Policy Analysis for California Education/Early Education and Family Policy

http://pace.berkeley.edu/pace_early.html

Founded in 1983 as a cooperative venture between the schools of education at UC Berkeley and Stanford University, PACE is an independent policy research center whose primary aim is to enrich education policy debates with sound analysis and hard evidence. PACE is dedicated to defining issues thoughtfully and assessing the relative effectiveness of alternative policies and programs. PACE provides analysis and assistance to California policymakers, education professionals, and the general public. The PACE web site provides information on the major research initiatives being pursued by PACE, including the health, wellbeing, and school readiness of young children and their families

ZERO TO THREE

<http://www.zerotothree.org/>

A national nonprofit organization, ZERO TO THREE's mission is to promote the healthy development of the nation's infants and toddlers by supporting and strengthening families, communities, and those who work on their behalf. The organization is also dedicated to advancing current knowledge; promoting beneficial policies and practices; communicating research and best practices to a wide variety of audiences; and providing training, technical

assistance, and leadership development. The site includes a media newsroom, a parent & public survey, publications for parents and professionals, and linkages to a wide range of websites on topics such as brain development, child abuse and neglect, cultural diversity, disabilities and special needs, and legal assistance.

DATABASES: SURVEYS AND STUDIES REGARDING THE STATUS OF CHILDREN, YOUTH AND FAMILIES

California Child Care Resource and Referral Network

<http://www.rnnetwork.org/>

The web site of the California Child Care Resource and Referral Network provides information about data, services, and events sponsored by the Network. The Network coordinates services that assist local child care resource and referral agencies in providing child care information and services to parents, child care providers, policy makers, and business and community leaders in every county in the State.

Child Trends—Indicators of Child, Youth, and Family Wellbeing: A Selected Inventory of Existing Projects

http://www.childtrends.org/r_invres.asp

The inventory presented in this report contains descriptions of over 80 projects. Each entry includes the names of the initiative and the organization, the type of organization (government, advocacy, etc.), a brief description of the project itself, a list of relevant publications and web sites, and contact information. The inventory focuses on projects which use population-based indicator data, and which examine multiple areas of wellbeing. Most of the entries represent ongoing projects, though one-time efforts such as conferences were also included, when they provided information that would be valuable for organizers of similar efforts.

Children Now Report Card 2000

<http://www.childrennow.org/california/rc-2000/reportcard-2k.htm>

This report focuses on the economic wellbeing, educational status, and health of California's adolescents. Visitors to the web site may review the results of the study in .pdf and .html formats. (To view or download in .pdf format Acrobat Reader is required.)

Federal Interagency Forum on Child and Family Statistics

<http://www.childstats.gov/>

This web site offers easy access to Federal and State statistics and reports on children and their families, including: population and family characteristics, economic security, health, behavior and social environment, and education. The Forum fosters coordination and collaboration in the collection and reporting of Federal statistics on children and families.

KIDS COUNT Data and Publications

<http://www.aecf.org/kidscount/index.htm>

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and State-by-State effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, State, and national discussions concerning ways to secure better futures for all children. At the national level, the principal activity of the initiative is the publication of the annual KIDS COUNT Data Book, which uses the best available data to measure the educational, social, economic, and physical wellbeing of children. The Foundation also funds a nationwide network of State-level KIDS COUNT projects that provide detailed data on child wellbeing in their State. Users can learn more about these projects and their publications on this web site.

2000 KIDS COUNT Data Book and Online Database

<http://www.aecf.org/kidscount/kc2000/>

The online version of the 2000 KIDS COUNT Data Book provides State-by-State and national indicators of child wellbeing. This interactive online database allows users to view State profiles, graphs, maps, and rankings, and download raw data. The easy-to-use, powerful online database allows users to generate custom graphs, maps, ranked lists, and State-by-State profiles. The entire KIDS COUNT data set may also be downloaded as delimited text files.

National Child Care Information Center

<http://www.nccic.org/>

The National Child Care Information Center, a project of the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, is a national resource that links information and people to complement, enhance, and promote the child care delivery system, working to ensure that all children and families have access to high-quality comprehensive services.

[LINK TO CHILD CARE CATEGORY](#)

National Household Education Study

<http://nces.ed.gov/nhes/>

This web site provides data and sample surveys used in the National Household Education Survey. The NHES is a data collection system of the National Center for Education Statistics (NCES) that is designed to address a wide range of education-related issues. It provides

descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S. Links to the Early Childhood Education & School Readiness surveys include the following.

National Household Education Study–Early Childhood Education & School Readiness Study

<http://nces.ed.gov/nhes/Main/early.htm>

The Early Childhood Education & School Readiness surveys were conducted in 1991, 1993, and 1995. In 1991 and 1995, there was more emphasis on nonparental care and education. In 1993, the emphasis was on readiness for school. The 1999 Parent survey collected information on the most important early childhood topics covered in the earlier collections.

Surveys Measuring Child, Youth, and Family Wellbeing

<http://crcw.princeton.edu/crcw/indicatorsdata.htm>

The following are surveys that can be used to assess and monitor trends in child wellbeing. Summaries of the content and data quality are available by clicking on the survey name. The survey web sites are also listed. This list was excerpted from the web site of the Center for Research on Child Wellbeing.

Early Childhood Longitudinal Study

<http://nces.ed.gov/ecls/>

This study provides national data on: (1) children's status at birth and at various points thereafter (a birth cohort followed through first grade and a kindergarten cohort followed through fifth grade); (2) children's transitions to nonparental care, early education programs, and school; and (3) children's experiences and growth through the fifth grade. The study also tests hypotheses about the effects of a wide range of family, school, community, and individual variables on children's development, early learning, and early performance in school.

Fragile Families and Child Wellbeing/Survey of New Parents

<http://crcw.princeton.edu/fragilefamilies>

The Fragile Families and Child Wellbeing Study, also called "The Survey of New Parents," follows a birth cohort of (mostly) unwed parents and their children over a four-year period. The study is designed to provide new information on the capabilities and relationships of unwed parents, as well as the effects of policies on family formation and child wellbeing.

Los Angeles Family and Neighborhood Survey

<http://www.lasurvey.rand.org/>

The Los Angeles Family and Neighborhood Survey (L.A.FANS) is a longitudinal study of families in Los Angeles County and of the neighborhoods in which they live. The L.A.FANS is specifically designed to answer key research and policy questions in the following three areas: (1) neighborhood, family, and peer effects on children's development; (2) effects of welfare reform at the neighborhood level; and (3) residential mobility and neighborhood change. The L.A.FANS will be carried out in a representative sample of 65 neighborhoods for a total of 3,250 households in Los Angeles County. Data collection takes place in 2000 and 2002, including a household survey, interviews, and a neighborhood survey. Public release of the initial wave of data is anticipated in September 2001.

New Hope Demonstration

<http://www.mdrc.org/Reports/NewHope/NHEXCSUM.html>

The study of the New Hope Program research and demonstration program used a random assignment research design involving 1,360 adults. Two-year follow-up data were collected on the program and control group members. The differences between outcomes for the two groups are attributable to New Hope. A special component of the evaluation, the New Hope Child and Family Study, examines New Hope's effects on children and families. A final report in 2002 will present findings on the CFS sample five years after their enrollment in New Hope. Initial findings indicate that overall, New Hope increased employment and earnings, leading in turn to increased income during the first year of follow-up and enabling more low-income workers to earn their way out of poverty. On average, New Hope participants were less stressed and experienced less material hardship (particularly that associated with lack of health insurance) than control group members. Participants' children had better educational outcomes, higher occupational and educational expectations, and more social competence; boys also showed fewer behavior problems in the classroom.

LINK TO HEALTH & WELLBEING CATEGORY

Survey of Youth and Parents

<http://crcw.princeton.edu/crcw/spy2.htm>

The Survey of Parents and Youth was conducted by the Center for Research on Child Wellbeing in conjunction with partners from New York University's Robert F. Wagner Graduate School and funding from the Robert Wood Johnson Foundation. SPY is designed to monitor trends in youths' access to parental and community resources. The survey includes interviews with adults, parents, and youth and features a time-use module covering the after-school hours. The adult survey provides information on the salience of youth issues, trust in local government, and civic involvement. The youth survey generates information on parent-child relationships, involvement in supervised activities, and outcomes such as health status, educational expectations, and school achievement. The parent survey asks about conflicts between work and family commitments and is a valuable point of comparison to the youth survey, shedding light on the ways that youth and parent perspectives and experiences both converge and diverge. The site provides information on the survey design and results.

The Right Start: Conditions of Babies and their Families Across the Nation and in America's Largest Cities

<http://www.aecf.org/kidscount/rightstart2/docs/rightstart.htm>

In this new two-volume Special Report, KIDS COUNT and Child Trends provide a powerful tool to those who work to give every newborn in America the right start.

The Right Start: State Profiles

<http://www.aecf.org/cgi-bin/rightstart2.cgi?action=newprofile>

These profiles provide State-level data for every year from 1990 to 1998 on eight specific measures of a healthy and promising start to life. Similar data are also available for major cities in each State. This level of detail enables readers to pinpoint the most urgent issues affecting birth outcomes in their cities and to fashion targeted, tailored responses. See the following link for a profile of trends in the State of California as well as in the State's eight major cities. <http://www.aecf.org/cgi-bin/rightstart2.cgi?action=profile®ion=California>

FOUNDATIONS: PHILANTHROPIC ORGANIZATIONS SERVING CHILDREN, YOUTH, AND FAMILIES

Annie E. Casey Foundation

<http://www.aecf.org/>

For more than half a century, the Annie E. Casey Foundation has worked to build better futures for disadvantaged children and their families in the United States. The foundation's mission is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. Working with neighborhoods and State and local governments, the Foundation provides grants to public and nonprofit organizations to strengthen the support services, social networks, physical infrastructure, employment, self-determination, and economic vitality of distressed communities. This web site provides data and analysis on critical issues affecting struggling families and at-risk children. It is intended to be dynamic, with new information and products continually placed online. Among the resources and tools on the web site are the KIDS COUNT database, a nationwide network of State-level KIDS COUNT projects, and current research and reports on the status of children and families in the United States.

Barbara Bush Family Literacy Foundation

<http://www.barbarabushfoundation.com/>

The Barbara Bush Family Literacy Foundation seeks to establish literacy as a value in every family by helping every family understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject. The web site includes information on programs sponsored by the Foundation such as, grant programs, publications, a newsletter, a celebrated authors program, and selected State literacy initiatives.

Commonwealth Fund

<http://www.cmf.org/>

The Commonwealth Fund is a private nonpartisan foundation that supports independent research on health and social issues and makes grants to improve health care practice and policy. The Fund is dedicated to helping people become more informed about their health care, and improving care for vulnerable populations such as children, elderly people, low-income families, minority Americans, and the uninsured. The Fund's two national program areas are improving health insurance coverage and access to care and improving the quality of health care services. An international program in health policy is designed to stimulate innovative policies and practices in the United States and other industrialized countries. In its own community, New York City, the Fund makes grants to improve health care and enhance public spaces and services.

David and Lucile Packard Foundation–Children, Families, and Communities Program

<http://www.packfound.org/index.cgi?page=child>

The purpose of the Foundation's Children, Families, and Communities Program is to achieve and sustain long-term change for today's vulnerable children. Children, Families, and Communities focuses on access to quality health care, the development of children and youth, the economic security of families, and the reduction of violence in homes and communities. The Foundation is committed to building the capacity and will to support children in the local community and the nation that enable them to thrive and grow into responsible, productive, and happy individuals. The web site features grant application information and the publication, [The Future of Children](#).

Foundation for Child Development

<http://www.ffcd.org/>

The Foundation for Child Development is a national private philanthropy dedicated to the principle that all families should have the social and material resources to raise their children to be healthy, educated, and productive members of their communities. The Foundation seeks to understand children, particularly the disadvantaged, and to promote their wellbeing. The Foundation supports basic and policy-relevant research about the factors that promote and support the optimal development of children and adolescents; policy analysis, advocacy, services, and public education to enhance the discussion and adoption of social policies that support families in their important child-raising responsibilities; and leadership development activities linked to the programmatic focus of the Foundation. Visitors to the web site will find grant application and working papers on topical issues in .pdf file format.

High/Scope Educational Research Foundation

<http://www.highscope.org/default.htm>

The High/Scope Educational Research Foundation is an independent nonprofit research, development, training, and public advocacy organization with headquarters in Ypsilanti, Michigan. High/Scope's mission is to improve the life chances of children and youth by promoting high-quality educational programs. High/Scope operates a demonstration preschool in Ypsilanti, Michigan, modeled on the successful Perry Preschool Project (1962–67). The demonstration school serves children in the local community and provides a model of "High/Scope in action" for visiting educators. The High/Scope web site offers visitors information on training schedules for preschool and elementary teachers and administrators; research projects on the effectiveness of educational programs; curricula for infant/toddler, preschool, elementary, and adolescent programs; and print/multimedia resources (books, videos, curriculum materials, and assessment tools) for educators and researchers.

I Am Your Child Foundation

<http://www.iamyourchild.org/toc.html>

I Am Your Child is a national public awareness and engagement campaign established by Rob and Michele Singer Reiner to make early childhood development a top priority for the nation. Launched in Spring in 1997, I Am Your Child has four main goals, as follows: (1) raise public awareness and promote citizen engagement regarding the importance of the first three years of life; (2) provide families with young children the information and resources they need to promote healthy development and school readiness; (3) unite and expand the work being done on the national, State, and local levels to provide comprehensive, integrated early childhood development programs that include health care, quality child care, parent education, and intervention programs for families at risk; and (4) increase the public will to make quality resources and services more widely available to families with young children. The website provides parenting information, resources and research, expert advice, and information on how to obtain materials developed by the campaign.

Success for All Foundation

<http://www.successforall.net>

The Success for All Foundation is a nonprofit organization dedicated to the development, evaluation, and dissemination of proven reform models for preschool, elementary, and middle schools, especially those serving children placed at risk. SFAF began its work in 1987 at Johns Hopkins University and still retains strong links to Johns Hopkins. The goal of the Success for All Foundation is to transform schools by creating and disseminating programs that are both based on research and that have themselves been researched in rigorous evaluations. In addition to its direct services to schools, SFAF promotes broader policies favoring school reform through adoption and effective implementation of proven programs. As of spring 2000, the Success for All Foundation is serving about 1550 elementary schools in 48 states, as well as assisting related projects in five other countries.

W.K. Kellogg Foundation

<http://www.wkkf.org/ProgrammingAreas/ProgArea.ASP?ID=4&Section=1>

The W.K. Kellogg Foundation supports the education and development of young people through its Youth and Education programs. From 2001 through 2008, key Youth and Education programs will focus on improving learning for young people through (1) the Supporting Partnerships to Assure Ready Kids (SPARK) Program (especially those children most vulnerable to poor achievement) so youngsters can enter school ready to learn; and (2) the New Options for Youth Through Engaged Institutions Program to enable more adolescents to achieve and prepare young adults for meaningful work or further education. The Kellogg Foundation will employ a number of approaches in addressing these themes. One major approach will be to develop a more seamless educational pipeline, especially engaging postsecondary education institutions with communities to achieve mutually beneficial goals. Other programs will support partnerships among families, communities,

and institutions—including schools and State agencies—so that they will work together for children.

PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS

California Association for the Education of Young Children

<http://www.caeyc.org/>

A state affiliate of the National Association for the Education of Young Children, CAEYC's mission is to promote excellence in early childhood education from birth through eight years. This web site features accreditation information for child care providers, updates on conferences and other events, a list of local affiliates, membership information, grant applications and information, and briefs related to advocacy for adequate public funding of services for young children and families.

Early Childhood PTA–National PTA

<http://www.pta.org/programs/edulibr.htm#early>

Hosted by the National Parent Teachers' Association, this site boasts a wealth of printed resources for service providers, educators, policy makers, and parents, including the following.

Building Blocks: Early Childhood Development

<http://www.pta.org/programs/education/build3.htm>

This resource provides an overview of developmental skills and milestones in the areas of gross motor skills, fine motor skills, cognitive skills, social skills, and oral language skills for children from birth to six years old.

Building Blocks: Importance of Children's Play

<http://www.pta.org/programs/education/build2.htm>

This resource contains a collection of information on child's play characteristics by age and how children are learning a variety of important skills through various types of play activities.

Building Blocks: Early Childhood PTAs

<http://www.pta.org/programs/education/build1.htm>

This provides an overview of what early childhood PTAs are and how they benefit children, families, and communities.

Steps to Organizing an Early Childhood PTA

<http://www.pta.org/programs/education/earlypta.htm>

This document includes practical steps for organizing an Early Childhood PTA.

Making the Transition: From Early Childhood Programs into Elementary Schools

<http://www.pta.org/programs/edulibr/transition.htm>

Making the Transition offers information on the transition from preschool to elementary school. Includes tips for parents, teachers, and school administrators.

Continuity for Success

<http://www.pta.org/programs/education/continuity.htm>

This is an overview of the Continuity for Success partnership between the National PTA and the National Head Start Association.

Continuity for Success: Transition Planning Guide

<http://www.pta.org/programs/cfs/index.htm>

The guide is a tool for developing partnerships that help children and families make the transition from preschool/Head Start programs to elementary school. The guide offers valuable "how to" tips for preschool, Head Start, and elementary school faculty, staff, and PTA leaders to establish Preschool/Head Start–elementary school–PTA partnerships.

Early Childhood Education/Development for At-Risk Children

<http://www.pta.org/programs/edulibr/ecriskps.htm>

This is the National PTA's position statement on early education for disadvantaged children.

Early Childhood Position Statement

<http://www.pta.org/programs/edulibr/ecps.htm>

This is the National PTA's position statement on Early Childhood.

National Association for the Education of Young Children

<http://www.naeyc.org/>

Established in 1926, the National Association for the Education of Young Children exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. NAEYC is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. The web site includes information on NAEYC accreditation, conferences, resources, and professional development opportunities.

National Even Start Association

<http://www.evenstart.org/>

The mission of the National Even Start Association is to provide a national voice and vision for Even Start Family Literacy programs. The National Even Start Association is committed

to supporting approximately 800 sites across the US in their efforts to extend learning, enrich language development, and promote high levels of success for roughly one million children from birth to age eight and their families. This web site features information on EvenStart conferences, a newsletter, legislative updates, and grant information.

National Head Start Association

<http://www.nhsa.org/>

The National Head Start Association is a private nonprofit membership organization representing the 865,000 children, upwards of 170,000 staff and nearly 2,100 Head Start programs in America. NHTSA provides a national forum for the continued enhancement of Head Start services for poor children ages 0 to 5, and their families. The web site features information on legislation affecting Head Start; research; publications; conferences; and the Heads Up! Network.

Parent Involvement in School Readiness/Parent Education

*** Building Your Baby's Brain: A Parent's Guide to the First Five Years**

<http://www.iqmind.com/parent/parent-16121999.html>

The first five years of life are critical for brain development. Targeted toward parents, this easy-to-read booklet, is packed full of illustrations and helpful charts and explains what scientists know about brain development. It shows how a few simple things parents do every day can make a big difference. Building Your Baby's Brain includes sections on: prenatal care; vision and hearing; touching your baby; teaching your baby about feelings; relating to others; talking with your child; sharing books; moving and doing; play; music; math; and art. This site provides tips from Building Your Baby's Brain for parents to help their infants and young children realize their full potential. More information on this publication is available at <http://bookzone.com/bookzone/10001975.html>. This book is also available in Spanish.

• Early Childhood Digest

<http://www.ed.gov/offices/OERI/ECI/publications.html#ECD>

The Early Childhood Digest is a quarterly report on ways that families, child care providers, and schools can work together to help young children learn. Issues currently online include:

I. May 1999—Helping Parents Communicate Better with Schools

<http://www.ed.gov/offices/OERI/ECI/digests/99may.html>

• April 1999—Latino Families: Getting Involved in Your Children's Education

<http://www.ed.gov/offices/OERI/ECI/digests/99april.html>

• March 1999—Familias Latinas: Participando en la educación de sus hijos

<http://www.ed.gov/offices/OERI/ECI/digests/99march.html>

- **October 1998—Family Resource Centers: Where School Readiness Happens**
<http://www.ed.gov/offices/OERI/ECI/digests/98october.html>
- ✓ **May 1998—Family Involvement in Early Childhood Programs: How to Choose the Right Program for Your Child**
<http://www.ed.gov/offices/OERI/ECI/digests/98may.html>
- ✓ **March 1998—Families and Teachers as Partners**
<http://www.ed.gov/offices/OERI/ECI/digests/98march.html>
- **Effective Black Parenting— Center for the Improvement of Child Caring**
<http://www.ciccparenting.org/effectiv.htm>

Until the Center for the Improvement of Child Caring created the Effective Black Parenting Program in the late 1970's, there were no programs that addressed the special problems faced by African American families in raising their children. There were also no programs that taught parenting skills in a manner that was respectful of African American patterns of communication and which recognized the African roots of the extended black family. CICC's Effective Black Parenting Program is derived from the writings of African American parenting scholars, from research with African American parents, and from adaptations of parenting skills that have been found helpful in raising children of all ethnic and socioeconomic backgrounds. The complete Effective Black Parenting Program is designed to be taught as a class for small groups of 15 to 30 parents. The class meets for 15 3-hour sessions on a weekly or biweekly basis. The last session is a graduation ceremony where the parents receive certificates and deliver brief speeches. The class is often taught in schools, churches, mosques, agencies, community centers, and even in private homes. Visitors to the web site will find information about the Center's publications, seminars, and instructors' workshops. The site also includes a list of Effective Black Parenting sites in California.

- **Family Institute, Kalamazoo, Michigan**
http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor808370

The Family Institute is a nonprofit, community-based organization that aims to break the poverty cycle of families in need. It identifies population groups that need assistance and seeks programs and services to meet their needs. Because the family is the basic unit for strong communities and neighborhoods, family development encompasses more than the meeting of individual social needs; it also includes the family's other relationships to the community (e.g., economic, spiritual, etc.). At the Family Institute the services offered are based on the results of a door-to-door survey of community residents, as well as input from the Institute's Consumer Planning Group, parents in need of child care, and Family Institute staff. The services that those groups have requested most frequently are affordable child care and parenting education. The Family Institute treats families as consumers—that is, needs are prioritized by the families, or “consumers,” and not by the professionals. Professional involvement takes a secondary role in directing family goals and outcomes. For example, the Institute currently is the only provider of an “Effective Black Parenting” class in Kalamazoo. ~~Until the class was offered, parenting was not viewed from a cultural perspective. In~~

addition, a separate class for male parents was formed to meet an identified need. Staff members who provide child care are trained in the High Scope Perry Preschool process, infant CPR, and a variety of other topics, and all volunteers go through an extensive orientation to the Family Institute before providing volunteer services.

Family Services Agency, Inc., Gaithersburg, Maryland

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor845903

Family Services Agency, Inc., defines family development in the broadest terms, using a “systems” approach that takes many factors into consideration. Some of those factors reflect basic needs such as food, shelter, clothing, employment, physical health, parenting, money management, language acquisition for those who don’t speak English, and general problem-solving ability. In other words, the agency’s staff do a psychosocial assessment and measure people’s level of functioning. The philosophy of family development reflects a viewpoint that family development is multi-dimensional; a family’s needs and strengths are interrelated; any intervention also must be multi-dimensional, interrelated, and occur over time; societal factors impinge upon families for good or for ill, and families respond to these factors. Part of Family Services Agency Inc’s work involves educating other providers and other community groups.

- **First Three Years: A Guide to Selected Videos for Parents and Professionals**

<http://www.cmwf.org/programs/child/videogd.asp>

To promote healthy development, parents and other caregivers need a variety of supportive resources. Books and printed materials are widely available, but videos that can be watched at home have not been easily accessible. Recognizing this gap, a coalition of organizations decided to conduct an independent, comprehensive review of the children’s video market and produce a list of selected titles for parents of young children and professionals. The Commonwealth Fund provided funding for the review as part of its Healthy Steps for Young Children Program. The goal of the project was to identify high-quality videos on child development and parenting during the child’s first three years of life. The researchers evaluated materials that could be watched by parents alone, with parent educators, and with toddlers. The First Three Years is targeted toward a general audience of parents and professionals working with children, and thus excludes videos focusing on children with special needs or medical conditions. 50 videos are included in this guide. The videos cover a wide range of topics, including health issues, early child development, and parenting. In the videos, families and caregivers speak about what they have learned and describe their own solutions to child-rearing issues.

- ✓ **Home Instruction Program for Preschool Youngsters**

<http://www.c3pg.com/hippy.htm>

HIPPY is a home-based early intervention program that helps parents provide educational enrichment for their preschool children. The program stresses the vital role that parents' play in their children's early education and is designed specifically for those parents who may not feel confident enough in their own abilities to teach their children what they consider "school

knowledge." The web site includes information on samples of curriculum used by parents at home.

- **KIDSNET**

<http://www.kidsnet.org/>

KIDSNET is a national media resource to help children, families, and educators intelligently access the educational opportunities available from television, radio, and multimedia sources. KIDSNET does this by encouraging media literacy in children and a commitment to educational excellence in broadcasters. Since 1985, KIDSNET has worked with health and social service professionals, community organizations, and educators, as well as media professionals and parents to create and disseminate educational materials for children ages preschool through high school. The KIDSNET monthly Media Guide describes information for children, families, and educators referenced by air date, curriculum areas, and grade levels; supplemental materials; related multimedia; off-air taping rights; and sources for more information. The KIDSNET Media News is a quarterly resource of awards, events, legislation, regulation, technology, services, research, grants and competitions related to children's media. KIDSNET also produces and distributes Study Guides to be used in conjunction with programming for children and families. The Guides are designed for various curriculum areas including science, literature, history, social studies and health. These Guides are distributed to a targeted list of teachers, librarians, health workers and social service professionals free of charge and can be downloaded from the web site.

KidSource Online

<http://www.kidsource.com>

KidSource OnLine is hosted by a group of parents to make a positive and lasting difference in the lives of parents and children. The KidSource online community seeks to provide knowledge and advice to help parents better raise and educate their children. The site focuses primarily on health and education related issues.

- **Los Niños Bien Educados—Center for the Improvement of Child Caring**

<http://www.ciccparenting.org/losninos.html>

The Los Niños Bien Educados Program is built around the value of raising children to be “bien educados,” i.e., well-behaved in a social and personal sense, as well as educated in an academic sense. It explores parental definitions of what constitutes “bien educados” and looks at how these definitions get expressed in traditional family, gender role, and age expectations of children. From this cultural framework, it teaches parents a wide variety of strategies and skills for promoting and maintaining those child behaviors that they define as constituting “bien educados” and for reducing those that they see as reflecting “mal educados.” Developed especially for Spanish-speaking and Latino parents, this program is respectful of the unique traditions and customs of Latino families and is sensitive to the variety of adjustments that are made as Latino families acculturate to life in the United States. It is based on child rearing research with Latino families, the recommendations of Latino educators and mental health authorities, and adaptations of parenting skills that have been found to be helpful for parents of all ethnic and social class backgrounds. All skills are

taught with an awareness of the potential cultural conflicts that might emerge from their use and with sensitivity to the life circumstances of low income Latino families. They are taught with the use of “dichos,” or Spanish sayings, to help nest them in a culturally and linguistically familiar context. The program is designed to be taught in Spanish or English and consists of 12 three-hour training sessions.

✓ **MegaSkills**

<http://www.megaskillshsi.org/home.htm>

This web site is hosted by the MegaSkills Education Center. The Center provides training and educational materials for parent involvement, student achievement, character education, business/community partnerships, and school-to work programs. The site features activities and approaches to teach important habits, behaviors, and attitudes children need to succeed: confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, problem solving, and focus. These are "MegaSkills®:" they are the inner engines of learning and they can be taught in homes and schools everywhere. The site includes information on training opportunities and a publications catalog.

National Asset-Based Community Development (ABCD) Institute

<http://www.nwu.edu/IPR/abcd.html>

The ABCD Institute is built on the community development research by John Kretzmann and John McKnight and spreads its findings on capacity-building community development through extensive interactions with community builders and by producing practical resources and tools for community builders.

National Center on Family-School-Community Partnerships–Johns Hopkins University

<http://scov.csos.jhu.edu/p2000/center.htm>

The mission of this Center is to conduct and disseminate research, development, and policy-analyses that help families, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development. Research is conducted in collaboration with the [Center for Research on the Education of Students Placed at Risk \(CRESPAR\)](#) at Johns Hopkins University. Visitors to this web site will find information on the Center’s [National Network of Partnership Schools](#). This Network guides school, district, and State leaders and teams of educators, parents, and others to improve school, family, and community partnerships.

✓ **Parents As Teachers Program**

<http://www.patnc.org/>

Parents as Teachers is an award-winning, nonprofit, parent education, and family support organization. PAT trained and certified parent educators work with parents to provide them with parenting support and information on their developing child. PAT focuses on the early years, prenatal through age 5, to help parents understand what to expect during each stage of their child’s development. On this web site is information about local PAT programs which

offer parents practical ways to encourage learning, manage challenging behavior, and promote strong parent-child relationships.

Parent Partners–Great Explorations in Math and Science, Lawrence Hall of Science, UC Berkeley

<http://www.lhs.berkeley.edu/GEMS/gemparpar.html>

This web site provides information on the Parent Partners publication of the Great Explorations in Math and Science (GEMS) program. Parent Partners provides parents and other caregivers with concrete, practical things they can do to help their children succeed in school. Focused on elementary science and mathematics education, many of the materials relate to education in general. Parent Partners is especially designed for educators and parents seeking to increase parental involvement in their children's education. The variety of tools in this book educate parents about current approaches in science and mathematics education and about the enormous positive educational impact parents can make.

Partnership for Family Involvement in Education– US Department of Education

<http://pfie.ed.gov/>

The U.S. Department of Education administers the Partnership for Family Involvement in Education which offers resources, ideas, funding, and conferences relevant to family involvement in education. This web site is used to help the U.S. Department of Education provide a network of support for the companies and organizations around the country that commit to increasing family participation in children's learning. PFIE helps partners connect with each other, pool resources and ideas, share their best practices, and be recognized for their efforts.

Prudential Positive Parenting

<http://www.cwla.org/corporate/prudentialpositiveparenting.htm>

CWLA, in partnership with The Prudential Foundation, has launched a nationwide Prudential Positive Parenting Program that promotes the use of a parent education curriculum in child day care, Head Start, and other early childhood education programs. With support from The Prudential Foundation, CWLA provides thousands of child day care, Head Start, and other early childhood education programs with a parent education curriculum entitled, Teaching Parents of Young Children.

IV. Positive Parenting for Homeless Families of Young Children

<http://www.cwla.org/programs/daycare/usgpositiveparenting.htm>

Through a grant from the USG Foundation, the Child Welfare League of America has expanded the Prudential Positive Parenting program to homeless families of young children. CWLA awards mini-grants to member agencies for the operation of parent education classes for homeless families.

✓ **Reach Out and Read**

<http://www.reachoutandread.org/>

Reach Out and Read is a national program that seeks to make early literacy an integral part of pediatric primary care. Building on the trusting relationship parents have with their children's physicians, ROR uses regularly scheduled well-child visits to help parents understand the importance of reading to their young children. Parents learn that reading aloud is the most important thing they can do to help their children love books and start school ready to succeed. Pediatricians encourage parents to read aloud to their young children and give books to their patients to take home at all pediatric check-ups from six months to five years of age. By the time a child enters school they will have a collection of their own books. Visitors to the site will find information on how to establish a Reach Out and Read program in their community, lists of books for children, training information, and a list of project sites in their States. See the following link to the 57 Reach Out and Read sites in California. <http://www.bostonchildhealth.org/reachoutandread/sites.phtml#ca>

✓ **Ready to Read, Ready to Learn**

<http://www.ed.gov/inits/rrrl/index.html>

Ready to Read, Ready to Learn is an early reading initiative launched by First Lady Laura Bush help young children develop prereading skills. The goal of the initiative is to empower families and communities to ensure that every child gains the basic skills to be successful in school and in life. This web site provides tips for parents and families regarding effective early reading programs and strategies and helps parents get access to information that will be useful in helping their children learn, as shown in the following guide.

A GUIDE FOR PARENTS: How Do I Know a Good Early Reading Program When I See One?

<http://www.ed.gov/inits/rrrl/guide.html>

This guide is intended to help parents understand what to look for in a good reading program. The guide lists 13 attributes of effective reading programs for children of all ages.

• **Rochester Family Resource Network, Rochester, New York**

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor827294

The Center focuses on the growth and development of families with children up to five years of age through the use of an intergenerational approach that encourages optimal development for each family member. The Center works with the whole family, up to three generations, at grassroots (e.g., neighborhood or other accessible) locations. Neighborhood involvement

provides social supports that reduce isolation and help parents grow in their role as their children's first teacher. This approach enables families to gather tools to manage their own lives. Effective approaches in working with families include small and informal parent discussion group, and a combination of information plus support and peer-to-peer opportunities. Support groups such as Father's Night, Skip Generations, Yams, or any group in which members have something in common are also organized.

Rural Cumberland Resources, Crossville, Tennessee

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor833855

Rural Cumberland Resources is based on the concept of building the capacity of families to meet their own needs. The chances for survival and wellbeing improve when the family is more adept at providing functional support. When families are unable to do so, then more distant circles of support, such as State custody or community mentoring programs, must fill the gap. RCR also seeks to strengthen the abilities of communities to ensure that families have the capacity and tools to provide the kind of support individual family members need. RCR recognizes that family members have contact with formal supports only a small fraction of the time, but they are immersed in their families most of the time. For example, a school readiness program will have improved outcomes if instead of a volunteer reading to a child once a week, the volunteer coaches the parent to read to the child every day. Critical elements of the program include respect for the family, cultural sensitivity, capacity-building, partnerships, timing, goals set by the family, and opportunities to practice new skills.

- **Seventh Generation Program, The Saginaw Chippewa Indian Tribe of Michigan**

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor845903

For the Seventh Generation Project, family development means reinforcement of the traditional extended family model. A major thrust in programming involves an intergenerational approach to providing services. Traditional ceremonies and behaviors have been critical to traditional family development in American Indian communities, and family development carries a strong implication for the extended family. The Seventh Generation Project also provides opportunities for non-Indians to understand and appreciate Indian culture, contributing to diversity.

- ✓ **Take Time for Kids Newsletters and Brochures–Texas Department of Health**

<http://www.tdh.state.tx.us/ttfk/material.htm>

To call attention to the importance of early childhood development, the Take Time for Kids public awareness and marketing campaign was developed by the Texas Governor's office in collaboration with the Texas Department of Health. The newsletter focuses on promotion of physical, cognitive, and emotional aspects of child development such as prenatal care, breastfeeding, infant hearing screening, folic acid for birth defect prevention, immunizations, nurturing, the importance of reading and talking to babies, and other related topics. The Take Time for Kids initiative includes a monthly parenting newsletter in English and Spanish that

is sent to parents throughout the State. The newsletter presents information about topics ranging from child health and safety to nutrition and nurturing. The following are samples of the TTFK newsletter and brochures.

Take Time for Kids Newsletter (Spring–Summer, 1999)

<http://www.tdh.state.tx.us/ttfk/newltr2.htm>

Take Time for Kids Newsletter–Newborn

<http://www.governor.state.tx.us/FirstLady/early/newbornb.pdf>

Take Time for Kids Newsletter–One Month

<http://www.governor.state.tx.us/FirstLady/early/onemonth.pdf>

(NOTE: There are five of these newsletters–Newborn to Five Months. To view or download the newsletters in .pdf format, Acrobat Reader is required.)

Preview of Take Time for Kids Brochure–English

<http://www.tdh.state.tx.us/ttfk/brochure.htm>

Preview of Take Time for Kids Brochure–Spanish

http://www.tdh.state.tx.us/ttfk/broc_sp.htm

Preview of Watch Me Grow In My First Year Brochure–English

<http://www.tdh.state.tx.us/ttfk/megrow1.htm>

Preview of Watch Me Grow In My First Year Brochure–Spanish

<http://www.tdh.state.tx.us/ttfk/megrow1sp.htm>

✓ **Preview of Watch Me Grow Years 1-4 Brochure–English**

<http://www.tdh.state.tx.us/ttfk/megrow2.htm>

✓ **Preview of Watch Me Grow Years 1-4 Brochure–Spanish**

<http://www.tdh.state.tx.us/ttfk/megrow2sp.htm>

- **Supporting Children and Families in a Caring Community**

http://www.wkkf.org/Documents/CCT/SECD/famneigh_update3.asp#anchor630704

In this article published in the Kellogg Foundation's Third Annual Families and Neighborhoods Network Update, the characteristics of effective parenting and family

functioning are identified. This is followed by a description of the dimensions of family life that nourish and sustain its members. Finally, some of the stresses families experience that disrupt effective parenting and family functioning are examined. The article ends by recommending ways in which neighborhoods and communities can support parents in their parenting roles and enhance child and family functioning.

US Department of Education—Publications for Parents: Early Childhood Education

<http://www.ed.gov/pubs/parents/erlychld.html>

This web site is devoted to providing information to parents and educators on helping young children learn. Publications on early childhood education and parent involvement include the following.

- ✓ **Early Childhood—Where Learning Begins: Mathematics**
<http://www.ed.gov/pubs/EarlyMath/>

This resource consists of ideas for parents to do with children to promote numeracy during the early years.

- ✓ **Including Your Child-US Department of Education (Special Education)**
<http://www.ed.gov/pubs/parents/Including/>

This publication is intended to help parents of children with disabilities identify networks and services to help their child. The booklet covers the first eight years of a child's life.

- ✓ **Read With Me**
<http://www.ed.gov/pubs/ReadWithMe/>

This resource provides a wealth of simple and fun activities that parents can do with children to promote reading and writing during the early years.

ZERO TO THREE—For Parents

http://www.zerotothree.org/parent.html?Load=parent_poll.html

This site includes numerous resources for parents, including “Brain Wonders”—an easy-to-understand description of how the brain works, results of the ZTT parent survey, tips of the week, information on choosing quality child care, and links to various resources.
